

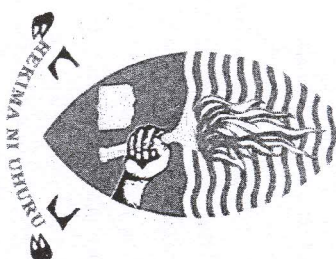


Guidelines and Regulations for Plagiarism and Deployment for Postgraduate Students for Teaching or Technical Assistants



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UNIVERSITY OF DAR-ES-SALAAM
OFFICE OF VICE CHANCELLOR-ACADEMIC
DIRECTORATE OF POSTGRADUATE STUDIES



GUIDELINES AND REGULATIONS FOR
PLAGIARISM AND DEPLOYMENT OF
POSTGRADUATE STUDENTS FOR TEACHING
OR TECHNICAL ASSISTANTS

JANUARY 2016

FOREWORD

The University of Dar es Salaam (UDSM) Vision 2061 identifies expanding and modernizing postgraduate training and internationalization of teaching programmes and learning experiences as one of the key priority areas. Postgraduate training is potentially a high growth area for UDSM and the thrust of the University needs to move in this direction. In conformity to the vision, UDSM is taking measures to ensure that it maintains standards of producing quality graduates. This handbook presents Postgraduate Guidelines on: Plagiarism and Deployment of Postgraduate students for Teaching or Technical Assistants.

Plagiarism is a widespread problem in many Universities worldwide and University of Dar es Salaam is not an exception. Eliminating academic dishonesty including plagiarism at the University of Dar es Salaam could help nurture original thinkers and intellectuals who are suited to enhance UDSM academic profile as well as develop the country. However, this will only be possible if all UDSM stakeholders including lecturers and students are built in strong measures to combat widespread plagiarism, which is hampering the production of quality graduates. As a step towards addressing the problem, the University of Dar es Salaam has developed guidelines on plagiarism. These guidelines intend to first warn students about plagiarism and its consequences in their academic career, secondly eliminate the plagiarism practices by detection and penalties, thirdly, to build capacity among supervisors and students on detecting plagiarism in their academic works and fourth; to encourage students to model themselves on the best thinkers and, at the same time, to think critically and originally.

These Guidelines have been tailored along lines that are similar to plagiarism policies or related guidelines of other higher learning institutions in different jurisdictions but have been fine-tuned to

take into account local circumstances. Turnitin software will be the main tool to detecting plagiarism.

On the other hand, the Guidelines provide mechanisms to deploy postgraduate students in teaching and in performing technical activities. In recent years, UDSM has increased number of enrolment of students at both undergraduate and postgraduate levels and; increased degree programs. At the same time there has been a significant and rapid decrease in a number of senior staff. These factors have led some Colleges, Schools and Departments to involve postgraduate students to assist in teaching and provision of technical services. This however, has been generally sporadic and un-coordinated which necessitated the need to provide guidance to the Units in deploying postgraduate students in teaching, and technical related activities. The mechanisms also highlight incentive packages for those who will be involved in teaching or undertaking technical activities.

It is our hope that these guidelines and regulations will impact positively on the University through producing quality students, research and publications.

**The Directorate of Postgraduate Studies
January, 2016**

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A. PLAGIARISM

1. Introduction

Plagiarism is the act of presenting another person's works (published or not), ideas or creation from any source as if they were one's own. Plagiarism by students at the University of Dar-es-Salaam is increasingly becoming a problem that needs urgent intervention. Acts of plagiarism amount to fraud and academic dishonesty whose consequences are serious. The University of Dar-es-Salaam has put in place a mechanism to ensure that students are exposed to methods of avoiding plagiarism while at the same time reminding students that the responsibility of avoiding plagiarism is ultimately theirs. These Guidelines are intended to assist students to avoid plagiarism and provide guidance for examiners to identify and ensure that cases of plagiarism are reported to relevant authorities for appropriate action.

2. Objectives of the guidelines

The primary objectives of these Guidelines are to:

- 1) Maintain academic integrity and quality;
- 2) Ensure a clear definition of the concept of plagiarism, so that all Units at the University of Dar-es-Salaam operate on the basis of the same understanding of plagiarism;
- 3) Encourage all Units at the University of Dar-es-Salaam to commit themselves in educating students thoroughly about the nature of plagiarism, as well as the conventions that apply to research and presenting academic material in their respective disciplines;
- 4) Provide for the use of plagiarism detection mechanisms, such as the Turnitin Software, to assist academics in detecting, and preventing incidences of plagiarism; and
- 5) Put in place various procedures for discipline and related appeals and other measures for dealing with students who plagiarize.

3. Preventing and detecting plagiarism

The University of Dar es Salaam has installed the Turnitin Software (and may install other software. In the event of the use of other software, the Guidelines shall operate *mutatis mutandis* to those stipulated herein for the Turnitin Software) to detect plagiarism and will provide training in the use of this or other plagiarism detection software and the interpretation of the automatically generated originality report. Once an assignment is submitted by a student it will be uploaded to the software by the supervisor. The software generates the originality report showing the parts of assignment that may have been plagiarized, together with a list of probable plagiarized sources used by the student

There is no clear threshold percentage for defining the safe cut-off point of plagiarism. But as a guide a returned percentage of below 15 from the Turnitin originality report may indicate that plagiarism has not occurred. A returned percentage of 25 and above could be considered that plagiarism has occurred.

The Tables below provide a benchmark for detecting plagiarism:-

Table 1

Category/Percentage level	% of percentage plagiarism material
High-scale plagiarism.	70-100
Medium-scale plagiarism	35-69
Low-scale plagiarism	1-34
Legitimate research	0

4. Plagiarism tolerance level

For the University of Dar es Salaam the cut-off point is set at 30% which falls within the low-scale of plagiarism. This means that a dissertation or thesis returning the plagiarism report of more than 30% shall indicate that plagiarism has occurred.

Before any dissertation/thesis is sent to the External Examiners it must be subjected to anti-plagiarism test (Turnitin) and the dissertations/theses together with the Turnitin test reports must be submitted to DPGS for approval.

Final dissertations/theses submitted to the Directorate of Postgraduate Studies by the Units shall incorporate the anti-plagiarism report.

5. Disciplinary Measures and Appeals

The following disciplinary measures shall be taken for plagiarism offence:-

(a) **Supervisors** who would have failed to detect plagiarism should be required to provide an explanation in writing why disciplinary measures should not be commenced against them in accordance with the disciplinary procedures of the University of Dar-es-Salaam.

(b) **Students:** Where students submit dissertations or thesis for examination and these are found to have been plagiarized, his/her case shall be presented to the relevant Examiners Board of the Unit where the student is registered and the Board shall make recommendations to the Directors of Postgraduate or Undergraduate Studies for the matter to be dealt with as an examination violation in accordance with established Regulations of the University of Dar-es-Salaam.

(c) Where a student is found to have plagiarized coursework assignment or tests, the examiner shall enter a Zero grade and direct the student to submit another assignment provided that upon re-submission, the highest grade to be awarded shall be a 'C.'

6. Revision

These Guidelines may be revised by directives issued from time to time by the Deputy Vice Chancellor (Academic).

B. DEPLOYMENT OF POSTGRADUATE STUDENTS FOR TEACHING

7. Background and Justification

The need for the use of postgraduate students as teaching and technical assistants at the University of Dar-es-Salaam (hereinafter referred to as the University) has been prompted by, *inter alia*, an increased enrolment of students at undergraduate and postgraduate levels, increased degree programs and significant and rapid decrease in number of senior staff. These factors have led some Colleges, Schools, Departments and Faculties (hereinafter referred to as Units) to devise various approaches in using postgraduate students to assist in teaching and provision of technical services at the University.

Postgraduate students are capable of bringing their specialties in assisting to impart knowledge to undergraduate students and are a catalyst in reducing the pressure on teaching and related activities at the University. In undertaking these tasks, the postgraduate students also get some valuable experiences while at the same time developing their careers.

While there has been some attempts to deploy postgraduate students as teaching or technical assistants it has been generally sporadic and un-coordinated. Consequently, it has deemed necessary to provide guidance to the Units in deploying postgraduate students in teaching and technical related activities at the University

These Guidelines shall apply to full-time masters, doctoral and post-doctoral students (unless the context otherwise requires) registered at the University engaged in teaching or providing

technical assistance in undergraduate courses at the University in accordance with the Procedures and Regulations of the University.

The Guidelines provide a general framework for engaging postgraduate students in teaching and provision of technical assistance in undergraduate courses at the Units at the University. Postgraduate students shall be engaged on the basis of qualification, aptitude, written and spoken language proficiency, experience and ability to deliver. The engagement process shall be based on a selection criteria which shall be transparent and non-discriminatory on the basis of, *inter alia*, gender or religion.

Unless clearly provided for in the conditions of their scholarship, or otherwise directed by the Deputy Vice Chancellor (Academic), postgraduate students shall generally be under no obligation to teach. Equally, the Units are not obliged to engage postgraduate students in teaching courses at the University.

8. Important issues to consider for recruiting postgraduate students in teaching

Allocation of teaching for interested postgraduate students should follow the GPA of at least 3.8 for undergraduate degree.

Postgraduate students should work or assist teaching/provide technical assistance in their respective units/departments and not elsewhere so as to enhance commitment, quality and responsibilities.

The issue of payments and form of payment (cash/fee waiver) should be clearly stipulated and well channelled to the UDSM bursary through Department/College/DPGS. This is important in order to avoid delay in payments.

9. Registration, Advertising, Selection and Allocation of Teaching

9.1 Heads of Departments shall advertise available positions for postgraduate students in conspicuous places accessible to all

postgraduate students three weeks before the commencement of the Semester in which the course is to be taught or technical assistance required. All postgraduate students to be engaged in teaching or provision of technical assistance shall be required to register with the Head of the respective Department clearly stating the course he/she wants to be engaged in. The Head of the Department shall place all names of applicants in a register.

9.2 The teaching or technical assistance positions and opportunities advertised shall indicate clearly courses or modules, hours involved in terms of preparation, delivery, assessment and training that will be required for the teaching role or provisions of technical assistance.

9.3 Students who register shall receive written confirmation of the receipt of their application.

9.4 The selection process carried out at the Units shall include an assessment against the role criteria to ensure that students have the necessary qualifications, skills and experience for the teaching or technical assistance activities allocated.

9.5 The student's supervisor/s shall provide written comments on the appropriate stage for a candidate to undertake teaching or offer technical assistance and on the potential impact on the progress of their research degree studies.

9.6 Units shall draw up a matrix of teaching or technical assistants' activities and allocate these to students who have been selected. Selected students will be provided, in writing, with the teaching matrix which confirms details of the teaching or technical assistance activities allocated and a breakdown of the agreed hours of engagement.

9.7 The Principal, Director, Dean or Head of the Unit shall have the overall say in the decision on allocating postgraduate students to teaching or provision of technical assistance.

10. Procedures for Engagement of Postgraduate Students, Evaluation and Review

10.1 All Units shall establish an Interview Panel for purposes of engaging postgraduate students in teaching or provisions of technical assistance at their respective Units.

10.2 The Deputy Principal/Associate Dean/Deputy Director shall be the Convenor of the Panel. The Panel shall set its own rules of procedure, provided that the selection and interview process shall be done in a transparent manner and the record of the deliberations shall be forwarded to the Deputy Vice Chancellor (Academic) with the proposal to engage any identified student in teaching or provision of technical assistance at the Unit.

10.3 The Deputy Principal/Associate Dean/Deputy Director of the Unit shall provide a report on the teaching or technical activities of postgraduate students engaged. Such report shall, inter alia, raise issues of concerns, if any, on the operational aspects of engaging postgraduate students as teaching or technical assistants in the Unit.

11. Responsibilities

11.1 Postgraduate students engaged in teaching shall abide by and will be bound by the applicable University policies and procedures. The engagement of postgraduate students as teaching or technical assistants shall not extend to designing course outlines or curriculum, which shall be solely reserved for academic staff in the employment of the University. Postgraduate students shall also not be assigned coordination of courses in the Units.

11.1 Postgraduate students deployed as teaching or technical assistants shall, under the supervision of a senior member of academic staff at the Unit, be engaged in conducting

tutorials, seminars, studios, invigilating tests and examinations, and marking tests and examinations.

11.2 Postgraduate students may be deployed in assisting students in recitation and setting laboratory equipment or discussion sessions or grading assignments in laboratories. They may also be used in collecting laboratory and research samples from the field.

11.3 The Deputy Principal/Associate Dean/Deputy Director of the Unit, in consultation with the relevant Head of Department, shall be responsible of initiating and overseeing the training and the deployment of postgraduate students as teaching or technical assistants at the Units.

12. Hours of Work

Units engaging postgraduate students in teaching or technical services shall ensure that such assistants have some restrictions on the number of hours that may be spent on teaching or technical activities provided that the maximum number of hours an assistant shall be engaged in work per week shall not exceed 20.

13. Remuneration

13.1 Payment to postgraduate students engaged in teaching or provision of technical services shall be in accordance with the terms and conditions of the Scholarship.

13.2 Units may provide some payment as agreed, in writing, between the Head of the Units and the student and approved by the Deputy Principal/Associate Dean/Deputy Director and Deputy Vice Chancellor (Academic).

13.3 The University may waive fees or any portion of monies due to the University to postgraduate students who have deployed

in teaching or providing technical assistance at the University in accordance with these Guidelines.

14. Training

14.1 All postgraduate students engaged in teaching responsibilities or provisions of technical assistance shall receive training and guidance.

14.2 The Centre for Continuing Education (CCE) shall, in consultation with the Deputy Principal/Associate Dean/Deputy Director, organize and provide training for all postgraduates who will be engaged in teaching or provision of technical assistance.

14.3 Participation in training organized by the CCE shall be compulsory for all postgraduate students identified to teach or offer technical assistance.

14.4 All postgraduate students engaged in teaching or provision of technical assistance shall:-

- a) receive an induction into teaching in their Units;
- b) be trained in health and safety procedures in laboratories;
- c) be fully informed of all risks and controls required as an outcome of any risk assessments;
- d) be trained in the use of any special equipment required for demonstrating or other techniques specific to the Unit;
- e) Receive all information for the module(s) on which they are teaching – module materials, handouts, etc.
- f) be assigned a senior academic member of staff as mentor with whom they shall meet at least twice a month to discuss their specific duties and responsibilities, the modules within which their

- involvement takes place, their progress and any problems and marking conventions within the Unit;
 - g) be kept informed about relevant administrative procedures, e.g. plagiarism and cheating, late or non-submission of work, attendance at classes;
 - h) be advised of any reasonable adjustments identified as part of an assessment of need for students with disabilities that they will be engaged in teaching or provision of technical assistance;
 - i) receive constructive feedback on their performance from the module leader, mentor or another member of the academic staff; and
 - j) Receive appropriate assessment training.
- 14.2 All postgraduate students engaged in teaching or provision of technical assistance shall be involved in any curriculum/module/programme review.

15. Marking, Grading and Invigilation

- 15.1 Coordinators of courses, in consultation with Heads of Departments where a postgraduate student is allocated teaching responsibilities or provision of technical assistance shall give careful consideration as to whether or not the student should be involved in marking and assessment.
- 15.2 All Units shall put in place adequate guidance, including clear criteria and marking schemes where appropriate, and make these available to the teaching or technical assistants.
- 15.3 Marking or grading done by postgraduate students shall be closely and comprehensively monitored and moderated by the course Coordinator and the Deputy Principal/Associate Dean/Deputy Director.

- 15.4 Postgraduate students may be deployed by Units only for purposes of assisting in invigilation of University examinations but shall not be vested with invigilation powers and shall be under the guidance of an academic member of staff who is the main invigilator.
- 15.5 Postgraduate students shall be given an inductive course in invigilation procedures and regulations of the University by the Units before being deployed to invigilate examinations.

16. Attendance of Meetings at Units

Units may invite postgraduate teaching and technical assistants to attend Departmental Meetings as ex-officio members but they shall have no right to vote.

17. Other Support by Units

- 17.1 Units shall organise support services for postgraduate students engaged in teaching or provision of technical assistance by:-
- (a) Nominating an academic member of staff who will co-ordinate the teaching and provision of technical assistance by postgraduate students within the Unit;
 - (b) Assigning a mentor to each postgraduate student involved in teaching, demonstrating and module work and assessment;
 - (c) Providing peer support mechanisms such as regular meetings of postgraduates to pool ideas, discuss teaching methods, problems and solutions.

18. Terminating Engagements

- 18.1 The engagement of postgraduate students as teaching or technical assistants shall automatically terminate once the student ceases to be registered as a Postgraduate Student at the University or whenever the teaching or provision of technical assistance activities have been completed.

18.2 The University may withdraw its offer to engage students in teaching or provision of technical assistance or discontinue the engagement without prior notice where:-

- (a) it is established, after consultation with the student's supervisor, that teaching or provision of technical assistance is interfering with the student's studies;
- (b) the student regularly fails to carry out assigned tasks and duties related to teaching or provision of technical assistance that they have accepted without providing prior notice;
- (c) The standard of performance/conduct is deemed to be unsatisfactory by the Unit.

18.3 Where a student is discontinued for any of the circumstances under 11.2, such student shall be notified in writing giving the reasons for ending the engagement.

19. Further Directives and Guidance

19.1 The Deputy Vice Chancellor (Academic) may issue directive from time to time on the procedure of engaging postgraduate students in teaching or provision of technical assistance at the University.

19.2 Head of Units may consult the Directorate of Human Resources for further clarification and guidance in engaging postgraduate students in teaching or provision of technical assistance at their respective Units.

APPENDICES

Appendix 1: Categories of plagiarism

The following categories provide a guide for considering the extent of plagiarism that would be used at the University in detecting and handling cases of plagiarism.

Category 1: This includes instances where the assignment or written material of another person work is taken over blatantly and submitted for examination or assessment without any acknowledgement, for example:-

- (a) Handling in someone else's work, with or without his or her permission;
 - i. Word-for-word repetition of sentences and/or paragraphs from someone else's work, including the work of a fellow student (with or without his or her permission) and class notes (oral or written).
 - ii. Repetition with the alteration of selected words or phrases of sentences and/or paragraphs from someone else's work, including the work of a fellow student (with or without his or her permission) and class notes (oral or written) received from a lecturer;
 - iii. Direct translation of sentences and/or paragraphs from someone else's work, including the work of a fellow student (with or without his or her permission) and class notes (oral or written) received from a lecturer;
 - iv. Presentation of data developed or collected by someone else without acknowledging the original researcher(s) and source(s) of the information.

Category 2

This category comprises of relatively less serious instances where sources are dealt with injudiciously – in terms of plagiarism – but which in the nature of things still count as plagiarism.

Accordingly, plagiarism in this category is committed by a first offender or for a second offence without evil intent (*mala fide*).
Examples of plagiarism in this category are:-

- i. Repeating ideas from someone else's work in one's own words without acknowledging the original source.
- ii. Handing in a one's own original work or parts of a work that has already been submitted for another module or programme without indicating where the material was originally used.
- iii. Using any translation programme from either the Internet or any other source, even in presenting one's own ideas in a foreign language (e.g. German or French), in fields of study where the use of a foreign language forms part of the assessment process.

Category 3

This category covers plagiarism that reveal aspects of carelessness or inaccuracy in using and acknowledging sources.

Instances of plagiarism in this category would include:-

- (a) Incomplete or inconsistent references to sources.
- (b) Omitting the acknowledgement of sources in some parts.
- (c) Using direct quotations without the use of quotation marks